



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

360 S Patagonia Street, Benson, AZ 85602

Benson Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Jomel Jansson
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-4
Web Address : www.bensonsd.k12.az.us
Phone Number : (520) 586-2213
Fax Number : (520) 586-2305
E-mail : jjansson@bensonsd.k12.az.us

Mission

The Benson Public School System is a learning community that will effectively use our resources to provide a quality system of curriculum, instruction and assessment that ensures avenues of success for all students.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Benson Primary School students will strengthen achievement in mathematics as measured by the AIMS DPA, district performance assessments and classroom assessments (multimeasures of assessment).
- ü The students will strengthen achievement in reading/ writing, speaking, and listening (Literacy) as measured by the AIMS DPA, district performance assessments and classroom assessments (multimeasures of assessment).

Enrollment

October 1, 2005 School Year Student Enrollment : 320
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 32

Instructional Programs

- ü Literacy Immersion
- ü Mathematical Thinking/Skills
- ü Six Trait Writing
- ü Emphasis on Social Skill Development
- ü Science as Inquiry

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Benson Schools provides a quality education with effective instruction with a focus on high academic standards. The school is responsible for setting goals and expectations for students and distributing handbooks and instructional materials. Our school supports a safe learning environment through counseling, a SRO and a JPO. We support parent involvement through a variety of communication efforts.

Parents

The parents' responsibilities to the school include providing for regular pupil attendance, appropriate nutrition and attire for the students. The parent is also responsible for providing homework support, involvement in school goals and expectations, supporting school policies including dress codes and behavior codes and maintaining contact with the school and the teacher.

Transportation Policy

The Benson Unified School District provides transportation for all students who live within the district boundaries and at least 1.1 miles from the school site.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü DARE Officer of the Year	2003
ü School Safety Grant	2003
ü Arizona's Small & Rural School's Teacher of the Year	2001
ü Who's Who Among America's Teachers	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	60	80010	98	98	99	457	457	447	8	8	10	12	12	18	67	67	53	13	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	38935	97	97	99	455	455	447	4	4	9	11	11	19	79	79	55	7	7	17
Male	32	32	40974	100	100	98	458	458	448	13	13	11	13	13	18	56	56	52	19	19	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	11	11	34545	100	100	99	451	451	432	NA	NA	14	27	27	24	64	64	53	9	9	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	47	47	35142	98	98	99	461	461	465	9	9	5	6	6	11	70	70	56	15	15	28
Students with Disabilities	10	10	10161	91	91	93	NA	NA	419	NA	NA	28	NA	NA	28	NA	NA	36	NA	NA	8
Students without Disabilities	50	50	69849	100	100	100	465	465	451	6	6	7	4	4	17	74	74	56	16	16	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	26	26	39029	100	100	98	449	449	432	8	8	14	12	12	25	73	73	52	8	8	9
Non-Economically Disadvantaged	34	34	40981	97	97	100	462	462	462	9	9	6	12	12	13	62	62	54	18	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	60	79438	98	98	98	472	472	451	NA	NA	9	23	23	24	57	57	56	20	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	38775	97	97	99	470	470	457	NA	NA	7	18	18	22	68	68	58	14	14	13
Male	32	32	40560	100	100	97	474	474	446	NA	NA	12	28	28	25	47	47	54	25	25	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	11	11	34297	100	100	98	478	478	434	NA	NA	14	18	18	31	55	55	50	27	27	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	47	47	34887	98	98	98	474	474	471	NA	NA	4	21	21	15	60	60	63	19	19	18
Students with Disabilities	10	10	9588	91	91	88	NA	NA	416	NA	NA	30	NA	NA	32	NA	NA	34	NA	NA	5
Students without Disabilities	50	50	69850	100	100	100	481	481	456	NA	NA	7	18	18	23	58	58	59	24	24	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	26	26	38685	100	100	97	464	464	435	NA	NA	14	31	31	32	50	50	50	19	19	5
Non-Economically Disadvantaged	34	34	40753	97	97	99	479	479	467	NA	NA	5	18	18	16	62	62	62	21	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	60	79971	98	98	99	429	429	423	5	5	8	33	33	41	62	62	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	38974	97	97	99	438	438	437	NA	NA	5	29	29	33	71	71	57	NA	NA	4
Male	32	32	40895	100	100	98	422	422	410	9	9	10	38	38	47	53	53	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	11	11	34481	100	100	99	447	447	410	NA	NA	10	18	18	46	82	82	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	47	47	35150	98	98	99	426	426	437	4	4	5	38	38	35	57	57	56	NA	NA	5
Students with Disabilities	10	10	10258	91	91	94	NA	NA	377	NA	NA	23	NA	NA	51	NA	NA	25	NA	NA	1
Students without Disabilities	50	50	69713	100	100	100	436	436	429	2	2	5	32	32	39	66	66	52	NA	NA	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	26	26	38994	100	100	98	430	430	409	8	8	10	23	23	47	69	69	41	NA	NA	1
Non-Economically Disadvantaged	34	34	40977	97	97	100	428	428	437	3	3	5	41	41	34	56	56	56	NA	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	60	80147	100	100	99	489	489	482	8	8	11	13	13	17	52	52	49	27	27	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	39281	100	100	99	497	497	483	6	6	9	16	16	17	47	47	50	31	31	24
Male	28	28	40780	100	100	98	481	481	482	11	11	12	11	11	17	57	57	48	21	21	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	14	14	33494	100	100	99	458	458	466	21	21	15	14	14	23	50	50	49	14	14	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	46	46	36122	100	100	99	499	499	501	4	4	5	13	13	10	52	52	50	30	30	35
Students with Disabilities	10	10	10295	100	100	92	NA	NA	443	NA	NA	33	NA	NA	26	NA	NA	33	NA	NA	8
Students without Disabilities	50	50	69852	100	100	100	499	499	488	6	6	7	4	4	16	60	60	51	30	30	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	34	34	38371	100	100	97	472	472	465	12	12	15	18	18	23	56	56	49	15	15	13
Non-Economically Disadvantaged	26	26	41776	100	100	100	513	513	498	4	4	6	8	8	11	46	46	49	42	42	33

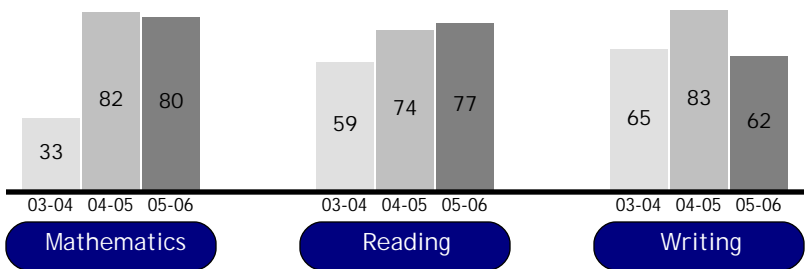
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	60	79686	100	100	98	484	484	470	7	7	11	17	17	24	58	58	57	18	18	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	39163	100	100	99	491	491	475	9	9	9	13	13	22	53	53	60	25	25	10
Male	28	28	40438	100	100	97	475	475	465	4	4	13	21	21	25	64	64	54	11	11	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	14	14	33299	100	100	98	451	451	452	21	21	17	21	21	32	50	50	47	7	7	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	46	46	35914	100	100	98	494	494	489	2	2	5	15	15	15	61	61	67	22	22	14
Students with Disabilities	10	10	9808	100	100	87	NA	NA	432	NA	NA	35	NA	NA	32	NA	NA	30	NA	NA	3
Students without Disabilities	50	50	69878	100	100	100	492	492	475	4	4	8	10	10	23	66	66	61	20	20	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	34	34	38095	100	100	97	464	464	452	12	12	17	21	21	32	56	56	48	12	12	3
Non-Economically Disadvantaged	26	26	41591	100	100	99	509	509	486	NA	NA	6	12	12	16	62	62	65	27	27	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	59	80372	98	98	99	480	480	475	3	3	4	29	29	30	64	64	64	3	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	39452	100	100	99	486	486	488	3	3	3	25	25	22	66	66	72	6	6	3
Male	27	27	40836	96	96	98	473	473	464	4	4	6	33	33	37	63	63	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	14	14	33608	100	100	99	452	452	462	14	14	6	21	21	36	64	64	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	45	45	36213	98	98	99	489	489	489	NA	NA	2	31	31	22	64	64	72	4	4	3
Students with Disabilities	10	10	10526	100	100	94	NA	NA	427	NA	NA	15	NA	NA	53	NA	NA	31	NA	NA	1
Students without Disabilities	49	49	69846	98	98	100	493	493	482	2	2	3	18	18	26	76	76	69	4	4	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	33	33	38521	97	97	98	466	466	461	6	6	6	27	27	38	67	67	55	NA	NA	1
Non-Economically Disadvantaged	26	26	41851	100	100	100	499	499	489	NA	NA	3	31	31	22	62	62	72	8	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	45	NA	58	100	51	51	47	100	44	44	46
	Language	100	35	35	50	100	44	44	47	100	41	41	48
	Mathematics	100	54	54	64	100	54	54	50	100	50	50	52
3	Reading	100	35	NA	55	100	54	54	44	98	65	65	46
	Language	100	37	37	61	100	50	50	44	98	58	58	46
	Mathematics	100	33	33	61	100	58	58	51	98	63	63	52
4	Reading	96	65	NA	56	99	50	50	48	100	61	61	52
	Language	96	53	53	52	99	46	46	49	100	59	59	52
	Mathematics	96	65	65	61	99	42	42	53	100	59	59	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum Development & Implementation
- ü School Safety Issues
- ü Communications
- ü Parent-School Relations
- ü Support Services/Student Intervention
- ü School Improvement (NCLB)

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	3.50	Teacher Aide	6.33

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	0	0	0	0
10 or more years	6	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	26%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Complete Library
- ü Multipurpose Room

Extracurricular Activities

- ü Safety Patrol
- ü After School Sports

Social Services

- ü Gifted and ELL Programs
- ü Breakfast/Lunch Programs
- ü Crisis Intervention & Counseling Service
- ü Health Services
- ü Full Day Kindergarten
- ü On Site Special Education
- ü Special Education Preschool

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Improve school climate and a renewed focus on performance and accountability through student leadership, parent involvement and staff commitment.
- ü Benson Schools is working towards standards alignment, improved scope and sequence and adoption and implementation of new curriculum.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Benson Schools promotes a safe and orderly climate for learning by rewarding positive behavior. We have programs in place for students who need time to reflect on their choices and decisions.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

20

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jomel Jansson	(520) 586-2213
Transportation Policy	Janet Morlock	(520) 586-2702
Community Resources	Gary Douglas/Sepp Sprietsma	(520) 586-2213
School Nutrition Programs	Cynthia Williams	(520) 586-2213
Parent Organization	Parent Teacher Association	(520) 586-2213
Student Health/Nurse	Pam Roller	(520) 586-2213

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.